**CURRICULUM MAP Listening and Speaking 6 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 6: Presentation of Knowledge and Ideas**  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  **Grade 9-10 Specific Standard:**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for  specific expectations.) | Students will be able to demonstrate a command of standard English.  Students will be able to code switch; demonstrating clear knowledge of their audience. |
| **ESSENTIAL QUESTION(S):** | |
| * **Overarching Questions:** * How do we adjust our tone and language to effectively reach our audience? * Why does an educated person need to be proficient in many forms of language? * How are we judged by others when we speak improperly? * How do students adapt their knowledge of the English language to the appropriate audience? * Why is there a “Standard” in English? * How are people misled by what they hear? * How does the quality of speech affect the reaction to it?   **Topical Questions:**   * What topic specific vocabulary can you use in order to make your speech more credible? Why would these terms entice your audience to believe you? * How do speakers adapt speech based on their audience? * How does speech alter based on context? * What does the telephone game demonstrate about listening? * What is meant by “correct spoken English?” * How can an opinion be postulated by giving a persuasive speech using formal English on a modern controversial topic? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * To adapt speech for particular contexts: formal and informal | **Students will be able to. . .**   * Alter presentation language as necessary for context. * Identify the difference between colloquial and scholarly use of the English language |
| **CONTENT:** | |
| **Plays**  *Hamlet* by William Shakespeare  *Othello* by William Shakespeare  *Oedipus Rex* by Sophocles  *Death of a Salesman* by Arthur Miller  *The Crucible* by Arthur Miller  *Fences* by August Wilson  *A Raisin in the Sun* by Lorraine Hansberry  **Novels**  *Brave New World* by Aldous Huxley  *Lord of the Flies* by William Golding  *The Scarlet Letter* by Nathanial Hawthorne  *Frankenstein* by Mary Shelley  *Fahrenheit 451* by Ray Bradbury  *The Great Gatsby* by F. Scott Fitzgerald  **Short Stories**  “The Yellow Wallpaper” by Charlotte Perkins Gilman  “The Story of an Hour” by Kate Chopin  “The Lady or the Tiger” by Frank Stockton  “The Fall of the House of Usher” by Edgar Allan Poe  “Hop-Frog” by Edgar Allan Poe  “An Occurrence at Owl Creek Bridge” by Ambrose Bierce  “A Sound of Thunder” by Ray Bradbury  **Poetry**  Select poems by Emily Dickinson  Select sonnets by William Shakespeare  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *The Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr. | |
| **VOCABULARY:** | |
|  | |
| **ASSESSMENT / EVIDENCE:** | |
| * Adapt a chapter from a text to a screenplay, graphic novel, cartoon, musical, theatrical piece or other digital format while highlighting command of formal English * Adapt the lyrics from a song to an essay, formal presentation, poster, visual or digital format while highlighting command of formal English * Participate in a formal debate according Lincoln-Douglass or Westminster style. * Observe, evaluate and report on the structure, style and effectiveness of a debate at the City council, State Assembly, Congressional or Presidential levels | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Select a speech or soliloquy from a book/play and rewrite the speech in standard modern English.   Ex. Select a soliloquy from William Shakespeare’s *Hamlet*. Rewrite the soliloquy in modern standard English.   * Select a Hip Hop song full of slang, cursing and improper use of the English language. Rewrite the song in proper English so that it is appropriate for academic presentation. Listeners will explain how the rewriting of the song changed the meaning and tone of the song. | |
| **RESOURCES:** | |
| Song lyrics, examples of well written speeches, Grammar textbook, teacher generated rubrics | |
| **TECHNOLOGY INTEGRATION:** | |
| Computers with internet access, Smartboard or overhead projector, CD plays | |